SCHOOL PLAN			SCHOOL EXCELLENCE FRAMEWORK v3		TEACHING STANDARDS		WELLBEING FRAMEWORK		ADDITIONAL RESOURCES & LINKS

SCHOOL PLAN
- ☑ **Strategic Direction 1** — Student Growth & Attainment
- ☑ **Strategic Direction 2** — Effective Classroom Practice for Inclusivity
- ☑ **Strategic Direction 3** — Learning and Development

SCHOOL EXCELLENCE FRAMEWORK v3
- **Learning** — Student Performance Measures > Effective Classroom Practice > Assessment > Data skills and use
- **Teaching** — Learning Culture > Curriculum > Effective Classroom Practice
- **Leading** — Learning Culture > Educational Leadership > Effective Classroom Practice > Learning and Development

TEACHING STANDARDS
- **Professional Knowledge** — Know students & how they learn
- **Professional Practice** — Plan for and implement effective teaching & learning
- **Professional Engagement** — Engage in professional learning

WELLBEING FRAMEWORK
- ☑ **Connect**
- ☑ **Succeed**
- ☑ **Thrive**

ADDITIONAL RESOURCES & LINKS
NSW Department of Education Resources
- HPGE Supporting Parents & Educators
- HPGE Research
- HPGE Policy Information
- HPGE Supporting Educators

HIGH POTENTIAL
- High potential students surpass peers in one or more domains.
- They exhibit abilities beyond the average range across various domains.
- Enriched curriculum and advanced learning opportunities cater to their needs.

GIFTED
- Gifted students excel notably in one or more domains compared to peers.
- Approximately 10% of students are estimated to be gifted.
- They demonstrate accelerated talent development and mastery compared to peers, often requiring advanced curriculum and opportunities.

HIGHLY GIFTED
- Highly gifted students surpass peers significantly in one or more domains.
- Their potential is typically assessed within the top 1% of age peers.
- Highly gifted students may need tailored curriculum adjustments for their learning and well-being.

HPGE Domains	School Programs	Identification Strategies	Goals	Evidence of Impact
INTELLECTUAL The intellectual domain of potential refers to natural abilities in processing, understanding, reasoning, and the transfer of learning.	• Extension Groups (Science, Maths & Writing) • ICAS Stage 3 (Science, Maths & English) • Differentiation & Explicit Teaching Practices • Night of Notables (biannual) • Debating • Science Club • Chess Club • Robotics Group • Science Exhibition • Maths Olympiad	• Student assessment data • Teacher observations • Student interest and opportunity • Parent consultation	• Create pathways to identify and nurture talent • Cultivate positive classroom learning culture • Improved student wellbeing and engagement • Explicit learning goals in HPGE domain • Enhance problem solving and higher order thinking skills • Develop research abilities enabling engagement in independent investigations and enquiry processes	• Improved student growth data – NAPLAN, Check-in data, internal assessment data • Improved student achievement against SSSG and State • Consistency in data triangulation • Increase in % of students above average for achievement • Feedback from key stakeholders
CREATIVE The creative domain of potential refers to natural abilities in imagination, invention and originality.	• Performing Arts Concert (biannual) • Visual Arts Showcase (biannual) • Gateways & Eureka (external programs) • Dance Groups • Art Workshops • String Ensemble • Public Speaking • Choir • Band Program • Robotics Group • Debating	• Student assessment data • Teacher observations • Student interest and opportunity • Parent consultation • Auditions as per Dance selection policy	• Create pathways to identify and nurture talent • Promote higher order thinking skills in creative processes that require analysis, evaluation and innovative problem solving	• Increased student grade outcomes • Increased student work selection and recognition in external competitions • Feedback from key stakeholders
SOCIAL-EMOTIONAL The social-emotional domain of potential refers to natural abilities in self-management and relating to and interacting with others.	• School Leadership Team • Student Representative Council • Night of Notables (biannual) • Break Buddies • Public Speaking • Buddy Classes • Library Monitors • Debating • Peer Support	• Student assessment data • Teacher observations • Student interest and opportunity • Parent consultation • Election process	• Create pathways to identify and nurture talent • Promote leadership and advanced social skill development • Foster inclusion and collaboration • Enhance emotional regulation and resilience • Increase and promote student voice	• Increased positive student wellbeing data (PBL Reward system) • Improved 'Tell Them From Me' data • Feedback from key stakeholders
PHYSICAL The physical domain of potential refers to natural abilities in muscular movement and motor control.	• BZPSSA and School Carnivals (swimming, athletics & cross country) • Interschool Sports Teams (netball, softball, league tag, Tball & soccer) • Beecroft Zone & Sydney North Sport Team Trials • Gala Days (league tag & basketball) • Dance Groups (Stages 1, 2 & 3) • NSW Team Selection • Sports Leadership Team	• Student assessment data • Teacher observations • Student interest and opportunity • Trial process as per sport selection policy • School carnival results	• Create pathways to identify and nurture talent • Create pathways for students to compete at higher levels (regional, state, national) • Promote personal development through discipline, resilience, teamwork and leadership in a competitive environment	• Event participation and results • Student selection in zone, regional and state teams • Interschool sport competition results • BAZA Award qualification